

## Peer Mentor Training Outline

### I. Introduction and Orientation

- What are Peer Mentors? (Page 4)
- Objectives of the Peer Mentor Program (Page 5)
- Expectations of Prospective Peer Mentor Trainees
- Cleveland Clinic Video on Empathy : [https://www.youtube.com/watch?v=cDDWvj\\_q-o8](https://www.youtube.com/watch?v=cDDWvj_q-o8)

### II. Self-Awareness

- \*Exercise: You Share Yours With Me, I'll Share Mine With You (Page 10) – Introductions around the room, practice briefly sharing story
- Confidentiality, When to Break Confidentiality (Page 11)
- Taking Care of Yourself
- \*Exercise: Write examples on the whiteboard of people/situations that may make us uncomfortable
- Peer Mentors should expect that they will meet patients who are very different from them – age, race, family structure, sexual orientation, disease process, insurance, socioeconomic status, education level, hygiene, etc.
- Peer Mentors strive to demonstrate concern for the values and needs of others (even when they differ from their own.) And to demonstrate an honest and genuine interest in helping people.
- Peer Mentors should anticipate that they will encounter each of these three types of interactions:
- Non-assertive vs. Assertive vs. Aggressive (Page 12)
  - o Nonassertive: is failing to stand up for oneself, or standing up for oneself in such an ineffectual manner that one's rights are easily violated.
  - o Assertive: is standing up for oneself in such a way that one does not violate the basic rights of another person. It's a direct, honest, and appropriate expression of one's feelings and opinions.
  - o Aggressive: is standing up for oneself in such a way that the rights of the other people are compromised in the process. It's an attempt (conscious or unconscious) to humiliate or put down another person.
- Goal of Peer Mentors is to encourage and model assertiveness and active participation

### III. Empathy and Active Listening

- \*Exercise: Write down as a group ways we might show that we are listening and supportive?

- Examples- Showing warmth and caring: eye contact, relaxed posture, leaning forward slightly, smiling when appropriate, open posture, face the person, warm voice and tone, speech content shows interest
- Key Points to Being a Good Listener (Page 20)
  - Body language – What is your face saying? What is your body saying?
  - Being congruent – Does what you say with your mouth match what you say with your body?
- Principles of Active Listening (Page 22)
- \*Exercise: Responding to Feelings with Empathy – Practice giving an empathic response
- Roadblocks to Communication and Empathy (Page 32)
- Feelings: What Do They Have To Do With Peer Mentors? – Talk about this as a group. What if I have feelings? How do I navigate that?
- Selective Sharing (Page 34)

## **LUNCH and DEBRIEF**

### **III. Empathy and Active Listening Cont.**

- Peer Mentors can help patients identify a problem:
  - Identifying the Problem using Open-Ended Questions (Page 27)
- Peer Mentors help patients identify potential next steps to addressing their problem:
  - Fixing vs. Empowering – Resist fixing the problem for them, rather empower them to take the next steps

### **IV. Loss and Grief**

- Helping Others Through Grief (Page 39)
- Coping with feelings of grief, loss, and guilt which are a result of serving as a peer mentor
- Selective sharing

### **V. Ending the Peer Relationship/ Logistics**

- Ending Peer Relationships (Pages 41-42)

## **Putting It All Together**

- \*Exercise – Break up in small groups and role play

## **Debrief**

## **Evaluation**

- Peer Mentor Agreement